School A

Project 4R's Cover Sheet

Corp Number: _____ Corp Name: _____

School Number: _____ School Name: _____

School Address: _____

City: _____ State: _____ Zip: _____ email: _____

Name of Principal: _____ Phone: _____ Fax: _____

Signature of Principal: _____

Signature of Superintendent: _____

4R Contact Person: _____ Position: Media Specialist

Number of K-1 classrooms: _____

Number of K-1 students to be served during regular instruction time: _____

Number of students in Grades 1-3 to be served for remediation during extended time: _____

Number of students in other grades to be served for remediation during extended time: _____

List all K-1 teachers and all educators involved in Project 4-R including licensed library media specialist and technology specialist - use additional pages as necessary

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Name	Position	Grade Level
	First Grade and Reading Recovery Teacher Remediation Summer School Teacher	1
	First Grade and Reading Recovery Teacher	1
	First Grade Classroom Teacher Trained as Reading Recovery Teacher	1
	First Grade Classroom Teacher	1
	First Grade Classroom Teacher	1
	Half-time First Grade Literacy Teacher	1
	Library Media Specialist	K-5
	Reading Recovery and Title 1 Teacher Special Education Teacher	1-5
	Primary Special Education	1-3
	Principal	1-5
	After-School Tutor Second Grade Teacher	2-5
	Technology Specialist	K-12

Summary of the Project

Students, Computers, and Animals... Oh My! is the title of a year-long, integrated approach to cross-curriculum instruction in language arts, science and math for <School A's> first grade students. Daily instruction will be differentiated in each classroom with small, flexible groupings for an hour of language arts with emphasis on writing. This uninterrupted time will include a balanced literacy approach to learning with the integration of two computers per classroom, and digital cameras to support reading, writing, and math instruction. Classroom integration of technology, after-school tutoring through technology, and technology open houses will increase student learning. Summer extensions include use of the technology, goals and objectives, and activities presented in this grant. The objectives of this program are based on the 2000-2001 Title 1 School-wide Program Needs Assessment process, data collection (including achievement assessment, parent surveys, and instructional strategy checklists), and inquiry groups with a focus on research based instructional strategies, as well as local assessment, ISTEP+, Terra Nova, and Northwest Evaluation Association results.

Needs Assessment

Student Needs: During the 2000-2001 school year, School A began the process for a Title 1 Schoolwide Program due to its high poverty status (50+ % of students). Thirty (30) percent of first grade students qualify for free or reduced lunch programs. The same percentage of first graders qualify for, and receive Reading Recovery services annually. The low socioeconomic conditions and significant need for academic support, in addition to the fact that 86% of students do not live in traditional, two-parent, married-couple families, increase the factors for school failure. These inconsistent patterns make transfer of knowledge for students more difficult perhaps resulting in 64% of third graders below average on the 1999-2000 ISTEP+ English/Language Arts skills and only an astounding 39% of sixth graders scored above the Indiana State Language Arts Standards. First grade students demonstrated needs in the areas of editing skills, reading charts and graphs, vocabulary, and analyzing text as measured by the Spring 2001 Terra Nova Achievement Test. A review of assessment data indicates a majority of students perform at, or above, the Indiana State Math Standards however writing mathematically is an area of need.

Staff Needs: The technology needs of teachers vary with experience, interest, completion of CCSC technology contract, and university classes. The CCSC laptop contract requires that teachers receive 20 hours of training for others outside of classroom time, and most have provided 5 or fewer hours of their 20 hours requirement of reciprocal training. This school will receive 12-15 new wireless, "server-dependent" devices (wireless CE Devices) this summer; teachers will need instruction on how to use these. When new hardware is purchased, teachers will need training on use of these machines. In addition, teachers could benefit from refresher workshops on using PowerPoint, Kidspiration, and Word. Teachers could benefit from and some tips and new techniques on effective use of the computer lab, copy machine/printer, scanner, digital camera, and Distance Leaning lab.

Technology Needs: Teachers do not have access to up-to-date computers in their classrooms other than their own laptops although all classrooms are fully wired for high speed Internet access and are connected to the Citrix server. In fact, first grade teachers are still using very old Apple and Macintosh computers in their classrooms. They also have been using the school's Sony Mavica digital camera to take pictures of students involved in various activities when it is available. These pictures have been printed out in the media center and/or teachers have taken the pictures home to print due to limited access to color printers.

Proiect Goals and Objectives

Goal: Students will improve English/Language Arts and Math Skills.

Writing Objectives:

- Students will use capitalization of first letter of sentence, names of people and the pronoun "I" in their writing 80% of the time. (Indiana Language Arts Standards: 1.6.7)
- Students will correctly use end punctuation in their writing 80% of the time. (ILAS: 1.6.6)
- Students will write a narrative story describing an experience in at least 3-4 sentences. (ILAS: 1.5.1)
- Students will write a description of a real object, animal, place, or event using sensory details in at least 3-4 sentences. (ILAS: 1.5.2)
- Students will brainstorm questions, prior to a new topic, to clarify and increase understanding 80% of the time. (ILAS 1.7.2)

Reading Objectives:

- Students will respond to who, what, when, where, and how questions and discuss the main idea of what is read with 80% accuracy. (ILAS 1.2.3)
- Students will read questions written by teachers or peers to promote comprehension and clarification of a concept or topic of study. (ILAS 1.7.2)
- Students will use context, 80% of the time, from classroom-produced stories to understand word and sentence meaning. (ILAS 1.2.5)

Math Objectives:

- Students will use information to create and analyze tables, graphs, and charts with 80% accuracy. (Indiana State Math Standard 1-Number sense)
- Students will use tools (pictures) to model problems with 80% accuracy. (ISMS 6 - Problem Solving)
- Students will create and extend number patterns using addition with 80% accuracy. (ISMS 3 - Algebra and Functions)

Methods and Activities

Classroom management methods: In first grade classrooms, teachers will provide computer tickets to each child to monitor that all children have equal opportunities to use the classroom computers. Students will begin their day with a computer ticket. After each student has used the computer new tickets will be issued and the rotation will begin again. Much of this computer time will include support of resource personnel during the language arts block, however there will also be individual time for students to create, explore, and review using computer technology and software. Computers will be used as one of the activity centers in each classroom. The computer center will provide children an opportunity to participate in Writer's Workshop and use Word, Powerpoint, and Kidspiration to write, illustrate, print, read, and reread their simple stories.

Two multi-media computers on portable tables will be placed in each of the four first grade classrooms along with one color ink-jet printer to support this program. Two digital cameras also will be purchased and shared among the four first grade classrooms. Classroom teachers can call upon the media specialist or the corporation technology specialist for technology-related troubleshooting to help remedy any problems.

Classroom Activities

Writing:

- Students will produce classroom books and individual stories that highlight digital pictures taken at the school, within the classroom, on field trips and during other special events.
- Students will use Microsoft Word, Powerpoint, and Kidspiration to write experience and narrative stories (e.g.: about their trip to the zoo), riddles, patterned books, and questions about their favorite animals; informational reports about habitats; and letters to pen pal.
- Students will write simple, patterned non-fiction books using information from their riddles about animals. These non-fiction books may include pictures from digital cameras, clip art, or downloaded from the Internet.
- Students will use the Internet to access intraschool discussion boards to practice reading messages from their peers and writing responses.

Reading:

- Students will use the Internet to find information about their animals and to find clip art pictures for stories and reports.
- Students will use the Internet to access intraschool discussion boards so that they can read messages from other students.
- Students will use the Internet to participate in a Habitat Webquest developed by the first grade teachers to gather information for reports on habitats.
- Students will read stories and books they and their peers have written.
- Students will answer questions written by their classmates related to the books they have created.

Math:

- Students will use charts and graphs created in Microsoft Word to sort and analyze information about animals and habitats.
- Students will use pictures from Kidspiration to create and extend patterns using addition.
- Students will create addition or subtraction word problems about animals by telling a story or getting clip art pictures online, and then write number sentences about the story.
- Students will use Microsoft Word to write math story problems and entries in their math journals.
- Students will create addition and subtraction word problems about animals by telling a story or getting clip art pictures online, and then writing number sentences about the story.

Remediation Support

The "<School A> Half Hour" Program: Pairs of <School A's> teachers will use the computers as they work with eight children at a time in grades 1-3 who qualify for remediation in reading, writing, or math and do not demonstrate adequate skills to meet the Indiana State Standards. (This volunteered time would help teachers meet their requirements for meeting their CCSC laptop contract for teaching and training time.) Students will participate in an enriching, high-interest program daily for at least one half hour each morning or afternoon to write, edit, and publish stories using Word, PowerPoint, and Kidspiration. These stories will integrate student writing with pictures taken with the digital camera, clip art from the Internet, and/or pictures students have scanned into their presentations. Students who also need to work on math skills will write and illustrate a variety of story problems, practice written communication about math skills through

journals and explanations of their calculations. Fourth and fifth grade students will be invited to attend and serve as computer buddies for the younger students. The "buddies" will model and assist younger students in developing reading, writing, and math skills while reviewing skills lacking in their own academic achievement.

A.S.S.I.S.T (Achieving School Success-Instruction-Skills, and-Technology): Twice per week, fourth and fifth grade students will remain after school for one hour in a safe learning environment. Historically, this program has included only individual and small group tutoring, but this grant will allow for additional resources to integrate technology with traditional learning methods to enhance, accelerate, and enrich their school experiences. A.S.S.I.S.T. students will spend time using computers and accessing Internet to produce writing across the curriculum. The media specialist and classroom teachers will assist these students. Their work samples and finished products will be highlighted at the Technology Open House, Fine Arts Night, and other times throughout the year.

Technology Open House: All participating students, including those in "<School A's> Half Hour", A.S.S.I.S.T., and all first grade classrooms will showcase their experiences during Technology Open Houses to be held twice during the 2001-2002 school year. The two special Technology Open House Saturdays will give participating students an opportunity to present their programs and demonstrate their proficiency with technology to families, friends, teachers, administrators, and others.

Summer School: Annually 175 students in grades K-5, representing students from each of the three elementary schools and <School A>, attend the system's summer school remediation program, and another 150 or so who participate in enrichment programs. The purpose of both types of summer programming is to introduce, review, and practice important academic skills in nontraditional methods. Often this includes thematic, integrated instruction spanning the curriculum. The use of technology would be naturally integrated into this type of educational philosophy, while maintaining a focus on Indiana State Standards and academic achievement. <School A's> teachers comprise a majority of the summer school staff, therefore, could provide on-going staff development for other summer school programs and would already be familiar with use of this grant's technology focus to provide smooth integration of the ideas and activities for all participating students.

Professional Development: As when teachers received their new laptop computers two years ago, they will continue to be trained, and refine skills in using the Internet, email, and Microsoft Office products. All teachers sign technology contracts and agree to give 20 hours of training outside of school hours. Many of the teachers choose to enroll in <School A's> technology courses offered in <School A>. Teachers have learned how to utilize Microsoft programs from the server and have instructed their students, however many lack knowledge of the full range of instructional activities available within the Microsoft Office, and Kidspiration programs. Two of the first grade teachers have just completed CCSC's advanced computer course and will share their collaborative projects, including a webquest with the other teachers.

In August, <School A's> first grade teachers will participate in training to learn to integrate classroom computers and digital cameras in daily instruction. All <School A's> teachers will have paid time in September to participate in training on the new wireless CE devices. Throughout the school year, the media specialist and/or experienced teachers will provide mini-training sessions as such skills as inserting pictures, printing books from the copy machine printer, and so forth. Teachers will attend the January 2002 ICE conference and share their new information with <School A's> teachers in mini-workshops.

<School A> has started the process to implement the Title 1 Schoolwide Plan. This process includes every staff member (teachers, instructional assistants, and administrators) in data collection and research-based instructional strategies, and combines the two to form an action plan to increase student achievement, parent involvement, and to assist in meeting the changing needs of a high-risk population. As part of the action plan for Title 1, English/language arts objectives will be directly impacted by the inclusion of a balanced approach to literacy, integration of technology, and connections to everyday life.

Teachers involved with this grant will participate in three half days release time throughout the school year for training, planning, implementing and evaluating of the grant's goals and objectives. Substitutes will be hired by CCSC to allow for teacher release time in August for training on the new equipment and to implement and coordinate activities. Teachers will use released time in January 2002 to evaluate the project and make needed refinements. First grade teachers will utilize release time again in May 2002 the school year to do a final evaluation and make plans for the 2002-2003 school year.

Formative and Summative Evaluation
Language Arts Skills - Writing and Reading
Formative:
All <School A's> teachers will conduct the CCSC Writing Assessment (writing and grammar skills) in September, January, and May. The CCSC Reading Comprehension will also be administered three times per year, however the specific dates for administration will be decided during the summer 2001 during completion of this new measurement tool. These evaluation results will be based on the state writing and reading rubrics and will be used to refine the ideas and activities presented in this grant. Baseline data will be gathered from each first grade student's Kindergarten skill progress card. Students in grades 2-5 will have pre-test information from the NWEA-MAP and students in grade 3 or higher will also have information from their third grade ISTEP+ results. The formative evaluation process also will include data indicating numbers of students served, hours devoted to the use of technology with students, pre-/post student surveys, teacher developed rubrics for writing and reading assessment, teacher surveys, and instructional use checklists.

Summative: The CCSC Writing Assessment and the CCSC Reading Comprehension Assessment results will show an improvement by students throughout the school year and will help direct language arts instruction as students begin second grade. Older students will have Applied Skills ISTEP+ writing samples, rubrics, and scores to base decisions about meeting state standards, essential skills, and proficiencies. The summative assessment will be conducted in May to review the effectiveness of this initiate and to provide reflection and continuation for the 2002-2003 school year. Information gathered will include a compilation of data gathered in the formative evaluation process, as well as results from the Spring 2002 Terra Nova Achievement test.

Math:
Formative: All students will show improvement on the <School A> Math Assessment three times per year. Students' work will be evaluated using a locally developed rubric and will help to guide instruction and identify students for further remediation needs. Students in grades 2-5 will have pre-test information from the NWEA-MAP and students in grade 3 or higher will have information from their third grade ISTEP+ results. This formative evaluation process also will include data indicating numbers of students served, hours devoted to the use of technology with students, pre/post student surveys, teacher developed math rubrics for computation and concepts and application, teacher surveys, and instructional use checklists.

Summative: CCSC Reading Comprehension Assessment results will show an improvement by students throughout the school year and will help direct math instruction as students begin second

grade. Older students will have Applied Skills ISTEP+ math samples, rubrics, and scores to base decisions about meeting state standards, essential skills, and proficiencies. The summative assessment will be conducted in May to review the effectiveness of this initiate and to provide reflection and continuation for the 2002-2003 school year. Information gathered will include a compilation of data gathered in the formative evaluation process, as well as results from the Spring 2002 Terra Nova Achievement test.

4R's Budget
Proposed Expenditures for 4R's
June 1, 2001 through May 30, 2002

Funding Uses	4R's Project Funding	Local Funding Estimated expenditures from June 1, 2001 through May 30,2002	Identify Resources of Local Funding
100 Professional Development subs/stipends (May not include salaries)		$ 1,500.00 (10 subs for 3 half days planning & evaluation; 2 subs for 2 days for ICE Conference; 4 subs for 2 days for wireless CE training	Source: Tech Plan Grant
200 Professional Development: Travel, conferences, visitations, training		$ 300.00	Source: Tech Plan Grant
300 Professional Development: Contracted Services Consultants, external trainers			
300 Equipment Maintenance		$300.00	Source: Computer Maintenance Acct. for
300 Telecommunications: Internet Other telcom services			
400 Software	$ 340.00	$ 180.00	Source Hoover A-V Account
500 Hardware: computers in classrooms scanners, digital cameras, etc.	$ 12,720.00 computers $ 800.00 printers $ 768.00 cameras	$ 12,000.00 wireless CE devices	Source: Capital Projects Fund
Other (Specify)	$ 1,180.00 mobile work stations $ 192.00 cartridges for printers	S Volunteer time 1/2 hour each day	Source: Teachers providing remediation
Total Local Share (Must include local funding [C20-10.1-25.1]		$ 14,280.00+	
Total State Share $4,000 per K-1 Classroom max	$ 16,000.00		
Totals	$ 16,000.00	$ 14,280.00+	